MARYSVILLE PILCHUCK HIGH SCHOOL
Marysville School District
Focus Groups Summary

Workshop #8
Focus Groups
May 19th & 20th, 2009

Student Feedback
May 27th

Pathways of Choice Staff Feedback
May 28th

Submitted by:
DLR Group
BrainSpaces
Architects for Achievement

Workshop #1
Review Project Overview & Guiding Principles
Workshop #2
Visioning
Workshop #3
Confirmation of Vision & Goals
Workshop #4
Programming
Workshop #5
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Program Charrette
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Focus Groups

The goal of the focus group meetings was to review progress made in the previous workshops and gather feedback from a larger group. The focus groups took place over two days and consisted of three separate meetings. The participants were made up of the program design team and teachers from a variety of schools and a breadth of teaching subjects to provide diverse input.

Based on feedback provided from the focus groups participants, meetings with students and the entire Pathways also occured. During both these meetings, a presentation of the process and current planning followed by discussion took place. The feedback provided by students and staff is included at the end of this report.

Those who attended the focus groups:

Fred Dahlem	Principal, Pathways of Choice
Tracy Suchan Toothaker	Planning Principal
Karen Epperson	Fine Arts Head, Pathways of Choice
Ron Bergstrom	MPHS, ISC
Loretta Boerger	Science/SLC Leader, Pathways of Choice
Maureen Crumley	SLC Leader, Pathways of Choice
Kyle Suits	MPHS
Mike Casey	Project Mgr, Marysville School District
Amy Yurko	BrainSpaces
Craig Mason	DLR Group
Todd Ferking	DLR Group
Matt Glassman	DLR Group
Victoria Bergsagel	Architects of Achievement
Nicholas Z	SFE
Dana S.	MPHS
Paul LaGrange	A&T
Shonta Truong	Heritage
Sheely J.	MP POC
Susen L.	
Deina Matkins	
Marcia E.	
Becky Roberts	
Marcia De Laurentes	
Dave Bodach	MPHS POC
Carl Fisher	MPHS POC
Chuck Nichols	MPHS (ACE)
Shelley L.	
Francine Hill	

PRESENTATION

Each meeting began with a presentation of the education specification development process. This presentation showed highlights from workshops covering the wide range of activities, explorations, and conclusions made.

The presentation consisted of the following slides.

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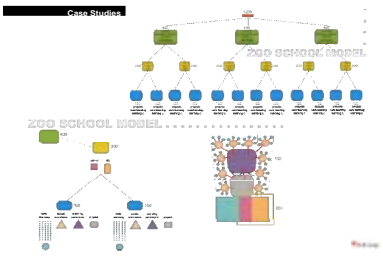

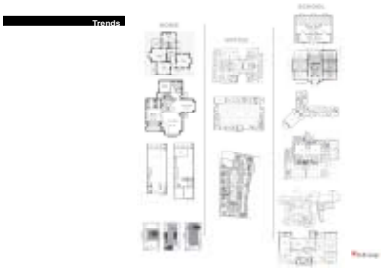

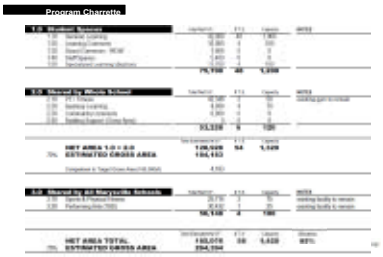

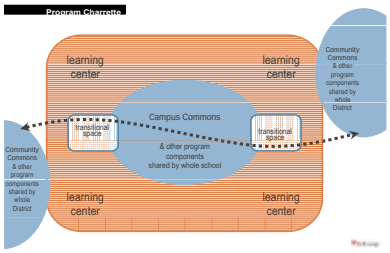

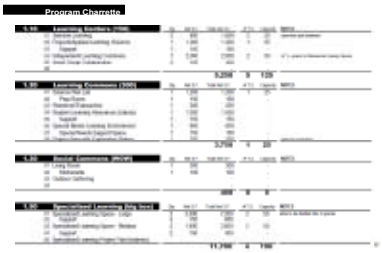

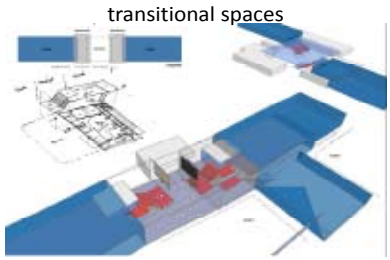

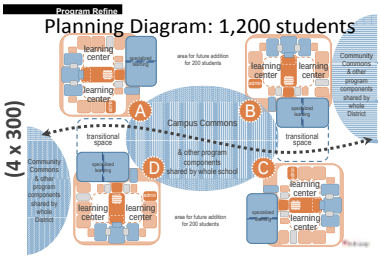

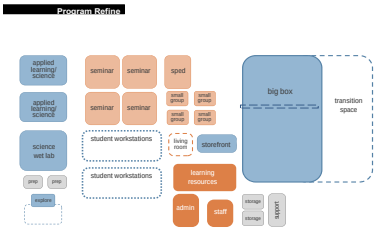

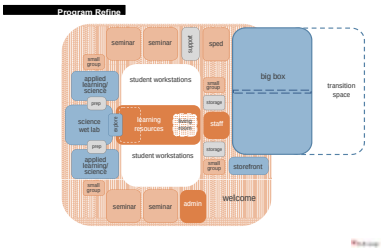

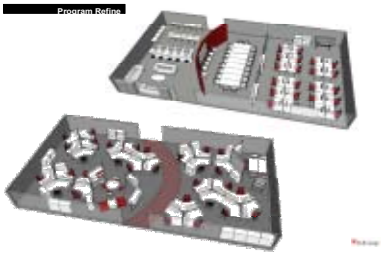

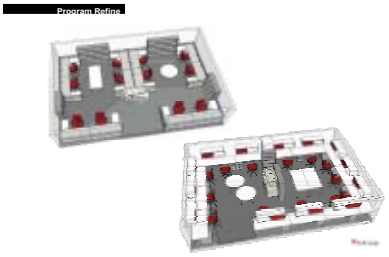

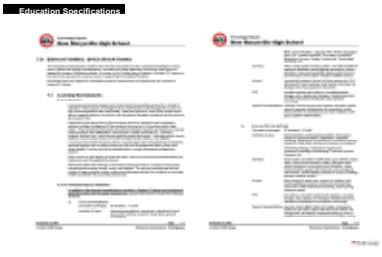

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DISCUSSION

Following each focus group presentation was a brief period of open discussion, key points made include:

- 1 to 1 computing is the future, wireless technology and power availability will be needed to support.
- larger quantity of smaller restrooms in place of large multi stall restrooms fosters a better environment
- In the multi disiplinary decentralized group model presented, facilities for departmental staff meeting will still be required.
- Sustainability needs to be implimented and exposed throughout the school.
- The program is currently shown in (4) groups of 300 students, but it could easily be organized in (8) groups of 150 students to work well in a Pathway or other educational model.
- A student committee involved in a parallel planning track could be beneficial in future stages.
- Speaking with kids who left the Marysville School District prior to graduating could provide useful insight.
- In future planning of Pilchuck a meeting should be planned as a checkpoint to review lessons learned at Getchell.

WORK GROUPS

Each work group split into two tables to discuss the proposed program spaces in detail. Handouts describing the spaces were provided to all participants for a point of reference and material to comment on. The handouts provided and the discussions that followed are summarized on the following pages.

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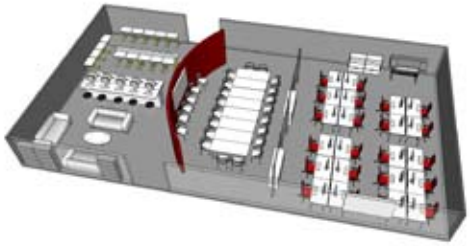
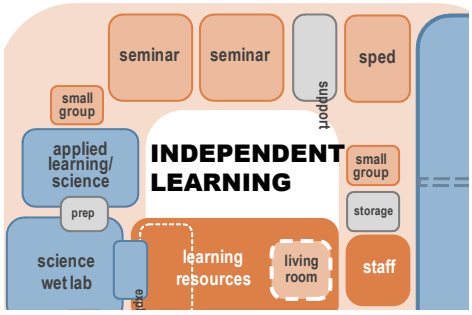
INDEPENDENT LEARNING COMMONS 5.19.09

Size: *1,000 sf*
Average Occupants: *25*
Description: *Space filled with independent workstations, to be used in conjunction with a broad range of curriculum and focused learning.*



Activities & Uses:
- Informal Individual work, reading, planning, peer tutoring, research, homework.

Services:
- Video, power, flexible data location, wireless network access, individually controlled reading lamps.



FFE:
- All furniture and fixtures are movable, individual work station, lockable storage, display & storage of books, projectable surfaces.

Access:
- Direct access to reource area, easy access to seminar, project, and staff resource spaces.

Special Considerations:
- Acoustic absorption in open space, minimal circulation disruption, space available for quick group up & task distribution.

INDEPENDENT LEARNING COMMONS DISCUSSION

- Small presentation space would be useful in the independent learning commons.
- Visual supervision of technology needs to be coordinated.
- A variety of technology and connectivity should be provided.
- A graphics station and printing would be well used.
- Raised floor would allow flexible technology.
- Systems furniture should be looked at.
- Like the standing height bar table furniture with technology for spatial dividers.
- The independent learning commons should have a significant amount of transparency allowing open visual supervision with other spaces. A movable barrier could be provided for some privacy.
- Independent learning should have direct access to classrooms.
- Technology and computer should be apart of the independent learning commons.
- The space should allow for messy activity.
- Furniture should be easy to move.
- Storage needs to be close by to clear the independent learning commons space.
- Multiple moveable walls should be provided for localized teaching and learning.
- Storage needs to be located nearby to allow for clear work space.
- Low furniture would allow greater visibility.

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SCIENCE/WET LAB 5.19.09

Size: *1,500 sf*
Average Occupants: *25-30 students, 1-2 staff*
Description: *Science learning through demonstration, projects hands-on activities*

Activities & Uses:
. Demonstrations, lectures/presentations,
. discussion, hands-on experimentation,
. application, synthesis, modeling, dissections,
. explorations, simulations, testing, research,
. study skills and general science coursework
. Chemistry, Biology, Horticulture, Agriculture,
. Anatomy/Physiology, Microbiology, Forensic
. Science, Genetics, etc.

Services:
. Fume hoods, lab stations (with water, gas,
. electric, data), video, voice communication,
. power, and other data access locations
. to maximize room flexibility, 2-way
. communication system with intercom and
. emergency call function, zoned lighting
. controls for various activities, wireless
. network access
.

FFE:
. Lab stations, movable student work stations,
. movable storage units, display and storage
. of books/resources, interactive whiteboard
. and projection technology
.
.
.
.

Access:
. Direct access to prep room, access to
. outdoor area, nearby additional science
. rooms and core learning spaces for
. collaborative/team teaching, near learning
. commons areas
. Special
.
.

Special Considerations:
. Requires natural light, black-out shades,
. emergency shower & eye-wash station with
. floor drain below, fire extinguisher, first-aid
. kit, impervious flooring, room is negatively
. pressurized to contain fumes/smells, ceiling

SCIENCE/WET LAB DISCUSSION

- Raised floor systems should be looked into for flexible plumbing and electrical access.
- Hot and cold water should be provided.
- Would be preferable to have capability for simultaneous lecture and lab.
- Each station should have sinks, electricity, gas, exhaust/fume hood.
- Portable grow tables.
- A growing wall for experiments was seen in Woodenville and well liked.
- Blackout sun control for presentations.
- Hard ceilings would allow the projection of stars.
- Prep room needs to be conveniently located.

PROJECTS 5.19.09

Size: *1,200 sf*
Average Occupants: *30 students, 1-2 staff*
Description: *Activity space for hands-on learning*

Activities & Uses:
primary purpose is for project-based and experiential learning that may require acoustical separation from other learning environments, can also support science instruction, interdisciplinary teaming, demonstrations, lectures/ presentations, discussion, study and synthesis, modeling, etc.
Example Uses: JROTC, Culinary Arts, Video/Multi-Media Production, Child Development, Creative Cookery, Lifeskills, Nutrition, Visual Arts, Architecture/Drafting & Interior Design, Business, Marketing, Entrepreneurship, Banking & Credit, Finance & Accounting, Office Technology, Computer Programming & Networking, Criminal Justice, Health Occupations, Digital

Services:
video, voice communication, power, and data located for maximum flexibility (include 220v power source), sinks, zoned lighting controls for various activities, 2-way communication system with intercom, synchronized clock system, wireless network access

FFE:
movable student work stations, tables and equipment, movable storage units, display and storage of books/resources, interactive whiteboard and projection technology

Access:
easy access and visibility from core learning spaces, access to storage for supplies and student projects

Special Considerations:
daylighting controls, ceiling grid (or exposed structure) to allow for hanging displays and student projects can be used as an extension of the core learning spaces for projects, presentations, teaming/ collaboration, etc., connection to outdoor space

PROJECTS DISCUSSION

- The space should be zoned to allow for simultaneous activities.
- Impermeable surfaces are important in the project space.
- 2d and 3d projects storage would be needed.
- Ability to hang and display things, ceiling and walls.
- Operable windows and outdoor access would be beneficial in the project space.
- Could allow perimeter science stations.
- There shouldn't be carpet in this space.

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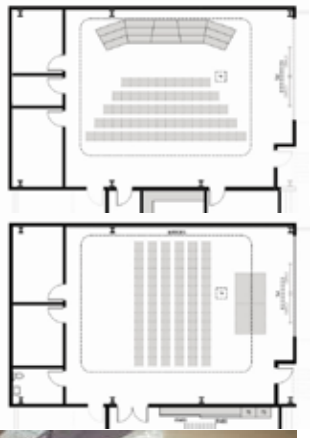
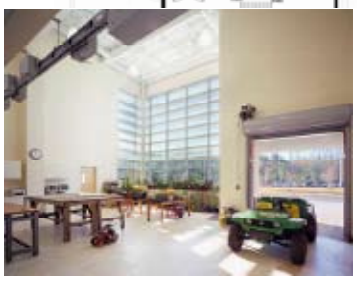
SMALL BOX 5.19.09

Size: *1,800 sf*
Average Occupants: *25-30 students, 1-2 staff*
Description: *activity space for project-based learning, high ceilings, durable finishes*

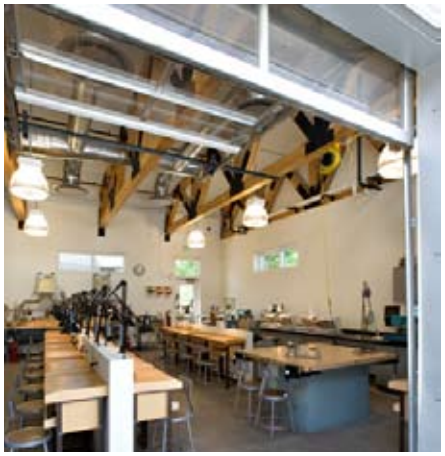


Activities & Uses:
primary purpose is for application learning, (e.g. Student Store, Credit Union, Culinary Café, TV Studio, ROTC, etc.) can also support interdisciplinary teaming, demonstrations, lectures/presentations, discussion, hands-on projects, synthesis, modeling, etc.
Example uses: NJROTC, Video/Multi-Media Production, Journalism, 2D & 3D Art, Graphic Arts, Culinary Arts, Creative Cookery, Lifeskills, Nutrition, Child Development, Architecture & Interior Design, Business, Marketing, Entrepreneurship, Banking & Credit, Finance & Accounting

Services:
kitchenette, video, voice communication, power, and data located for maximum flexibility (include 220v power source), gas and water services, floor drain, zoned lighting controls for various activities, 2-way communication system with intercom, synchronized clock system, wireless network access



FFE:
movable student work stations, movable storage units, display and storage of books/ resources, interactive whiteboard and projection technology



Access:
direct access from the outside to promote extended use as desired to support the curriculum, access to storage for supplies and projects

Special Considerations:
daylighting controls, ceiling grid (or exposed structure) to allow for hanging displays and student projects, durable finishes, easily reconfigurable space, visibility from learning & social commons, welcoming entry from outside

SMALL BOX DISCUSSION

- Like the idea of drop utilities
- High exhaust should be provided.
- An overhead coiling would increase flexibility.
- Larger openings from interior to exterior should be provided.
- The small box should be visually accessible from the storefront.
- Water, high & low voltage power and technology should be provided for adjacent outdoor learning spaces.
- This space could be used for agriculture.
- There should be allot of natrual light in this space.

LIVING ROOM 5.19.09

Size: *300 sf + 100 sf kitchenette*
Average Occupants: *varies*
Description: *social space for students*

Activities & Uses:
informal individual and small group work, reading, discussions, planning, peer tutoring, "homework"

Services:
video, voice communication, power, and data located for maximum flexibility, wireless network access for mobile technology, include individually controlled reading lamps, fireplace or central hearth

FFE:
all furniture and fixtures are movable, comfortable and durable, soft furniture, display & storage of books, magazines and resources

Access:
easy access and visibility from learning commons spaces

Special Considerations:
casual, informal aesthetics, allows character of living rooms to be developed by students of each small school

LIVING ROOM

- Individually controlled reading lamps would create a nice environment.
- The living room should be centrally located in the neighborhood.
- Significant natural light should be provided in the living room.
- Internet access needs to be available.
- The space should be welcoming and comfortable.
- Could be more connected to the entire school.
- A fireplace would be a nice feature.
- Could provide a flexible wall for art and other student work/display.
- Should have a connection with the learning resource area.

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EXPLORATION STATION 5.19.09

Size: *300 sf*
Average Occupants: *varies*
Description: *open space for explorations taking advantage of learning commons area for additional seating as necessary. Also place to set-up for outdoor learning activities.*

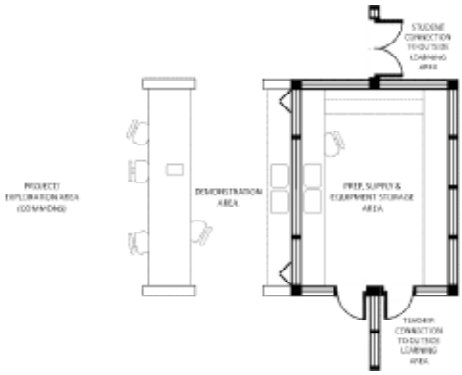
Activities & Uses:
- various coached learning activities, promote
- independent and small group explorations,
- connection to outdoor learning environment

Services:
- video, voice communication, power, and data
- located for maximum flexibility (include 220v
- power source), sinks, zoned lighting controls
- for various activities, 2-way communication
- system with intercom, synchronized clock
- system, wireless network access

FFE:
- movable student work stations, tables and
- equipment, movable storage units, display
- and storage of books/resources, interactive
- whiteboard and projection technology

Access:
- easy access and visibility from core learning
- spaces, access to storage for supplies and
- student projects

Special Considerations:
- daylighting controls, ceiling grid (or exposed
- structure) to allow for hanging displays and
- student projects can be used as an extension
- of the core learning spaces for projects,
- presentations, teaming/collaboration, etc.,
- connection to outdoor space



EXPLORATION STATION DISCUSSION

- Would be beneficial if part of the exploration station was portable. Might include portable lockable storage, portable sink etc. Could allow for a roaming project.
- Exploration station could be used to demonstrate you learned something.
- Team teaching activities could take advantage of the exploration station and its proximity to larger spaces.
- There are many community opportunities with the exploration station including guest lectures, demonstrations, club access, ROTC officers, or act as a community kiosk. Proximity to entrance would help make the exploration station accessible to the community.
- There are opportunities for different kinds of exploration stations, one example could be a multi-media station would scanning, editing and video camera capabilities.
- Exploration station could be used for mentor activities and or tutoring.

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STORE FRONT 5.19.09

Size: *200 sf*
Average Occupants: *varies*
Description: *open space for explorations taking advantage of learning commons area for additional seating as necessary. Also place to set-up for outdoor learning activities.*

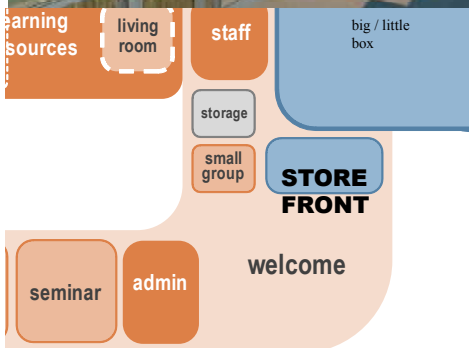
Activities & Uses:
- various coached learning activities, promote
- independent and small group explorations,
- connection to outdoor learning environment

Services:
- video, voice communication, power, and data
- located for maximum flexibility (include 220v
- power source), sinks, zoned lighting controls
- for various activities, 2-way communication
- system with intercom, synchronized clock
- system, wireless network access

FFE:
- movable student work stations, tables and
- equipment, movable storage units, display
- and storage of books/resources, interactive
- whiteboard and projection technology

Access:
- easy access and visibility from core learning
- spaces, access to storage for supplies and
- student projects

Special Considerations:
- daylighting controls, ceiling grid (or exposed
- structure) to allow for hanging displays and
- student projects can be used as an extension
- of the core learning spaces for projects,
- presentations, teaming/collaboration, etc.,
- connection to outdoor space



STORE FRONT DISCUSSION

- Could picture it being successful as a European style storefront, cafe
- Like the idea of it having a relationship to the living room for spill over relaxing area
- Size allocated may be a bit small for certain activities but could share space with other programs.
- The storefront should draw people in from the commons, act as a point of reference and interest.
- The storefront is an opportunity to blur the boundary between commons and learning community specific space.
- A stub for plumbing could allow flexible future use of the space.
- Storefront should celebrate student work with display features
- Digital display would be nice
- Security is a concern, a mall or airport security grate could work
- Trophies and awards could be displayed
- Storefront should represent pride, tradition, inspiration, sharing
- Store should be transparent exposing space or activities beyond
- Would be good to have both permanent and rotating features or displays in the storefront space.

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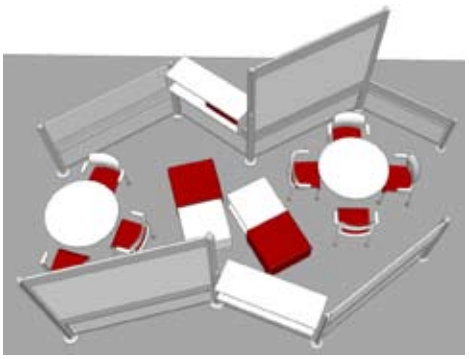
SMALL GROUP 5.19.09

Size: *150 sf*
Average Occupants: *2-6*
Description: *small conference room for independent, small group, itinerant services, private conferences, etc.*



Activities & Uses:
. The purpose and function of each these spaces
. will vary with the unique needs and uses of
. each small school. Additional possibilities
. include: office, storage, tutoring, etc.
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Services:
. video, voice communication, power, and data
. located for maximum flexibility
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FFE:
. all furniture and fixtures are movable and vary
. depending on room use
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Access:
. easy access and visibility from learning
. commons space
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Special Considerations:
. visual access from adjacent spaces
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SMALL GROUP DISCUSSION

- Parent teacher conferences could take place here.
- There should be display surfaces and white boards in these spaces.
- These rooms should provide for presentation practice with supporting audio & visual.
- The space should be business like, not too comfortable.
- There should be a variety of open and enclosed small groups.

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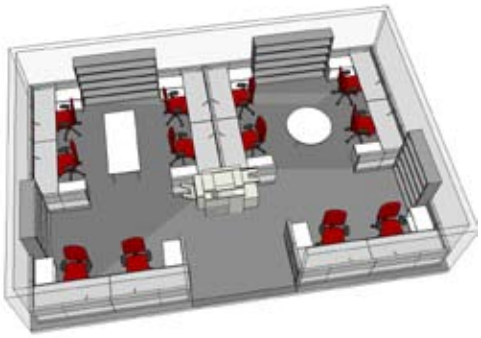
STAFF WORKROOM 5.19.09

Size: *600 sf*
Average Occupants: *8-12 teachers*
Description: *professional environment for teachers/staff*



Activities & Uses:
. "home-base" station for each teacher, teacher
. planning and collaboration, training, production/
. copying, parent conferences, mail, etc.
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Services:
. video, voice communication, power, and
. data located for maximum flexibility, wireless
. network access
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FFE:
. reconfigurable systems, furniture and
. workstations, digital projection capable,
. whiteboard and tack surfaces, countertop with
. sink, refrigerator
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.

Access:
. easy access and visibility from learning
. commons spaces, task area
.
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Special Considerations:
. include visual access from at least one
. adjacent space, lockable file storage, lockable
. room, mail slots
.
.
.

STAFF WORK ROOM DISCUSSION

- Lockable storage is needed.
- More bookshelves than shown in the computer rendering will be needed.
- This should be a teacher specific place, not for parent and or student conference.
- Would be great if each teacher had a portable podium like object with lockable storage, space to be stationed in the workroom and can be moved to instruction rooms.
- Staff display and white board should be provided.
- Like the "L" and "C" shaped desk in the images.
- Space needs to be provided for personal separate space for phone calls.
- Jacket or wardrobe storage needs to be provided.
- Would be great if the space was larger and was a combined office and staff lounge with coffee, microwave and mini fridge.
- (2) 4 drawer file cabinets per staff is needed.
- Staff rest rooms should be located nearby.
- The staff room should be centrally located for convenient class to office access.

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LEARNING RESOURCE 5.19.09

Size: *1,850 sf*
Average Occupants:# *student will cary, 1-2 staff*
Description: *library function for resources to be easily accessible to students*

Activities & Uses:
- extension of the all learning spaces for
- resources, reference, research, study, reading,
- individual and small group work, teaming/
- collaboration, etc.

Services:
- power and data located for maximum flexibility,
- zoned lighting controls for various activities,
- 2-way communication system with intercom,
- synchronized clock system, wireless network
- access

FFE:
- movable student work stations, comfortable
- seating, work tables, display & storage of books
- and resources, technology stations, movable
- storage units, movable open shelving

Access:
- easy access and visibility from core learning
- spaces

Special Considerations:
- this function is located on all levels of each
- small school with the intent of providing easy
- access to resources for all students

LEARNING RESOURCE DISCUSSION

- A space like this could make use of a staff person to coordinate grants, work with teachers and facilitate research.
- Might not need to be filled with books but could still have a small pleasure book or magazine/periodical area.
- Video conferences could be utilized to access speakers or information.
- A breakout, thought charting area should be included.
- Technology could be checked out here such as video recorders.
- Physical book storage should be easy to expand and contract.
- Soft seating should be provided.
- Opportunities for student display would be liked.
- Network access needs to be provided.
- The ability work with pictures and objects could work through table surface projection.
- A system for copying and printing needs to be facilitated. This is particularly important when so much media is digital and students need to take notes, and brainstorm.
- There should be a track able book system.
- Would be good to have a big screen that could stream news or other live resources.
- Learning resources should free flow with independent learning areas.

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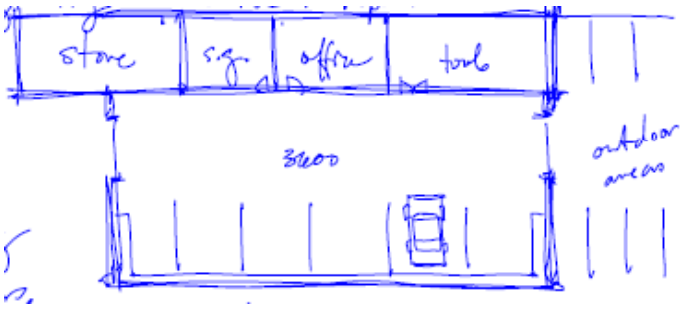
MECHANICAL ENGINEERING & TRANSPORTATION TECHNOLOGY (METT)

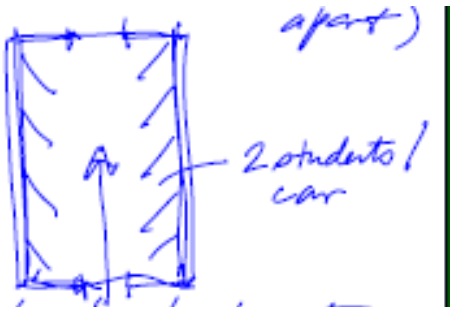
Due to specialized program requirements, a separate discussion occurred with Chuck Nichols and Amy Yurko focusing solely on METT.

Describe area as "State of the Art Training Center"

- Automotive/Diesel
- Vehicle Design & Engineering in addition to repair
- Program: Alternative energies exploration
- Interactions:
  - *Materials Science*
  - *Social*
- Outside:
  - *Secure vehicle Parking*
  - *± 20 cars (working)*
  - *± 10 cars (staff/customers)*
  - *Covered storage for hazardous materials*
  - *Shed for training aides (pieces of cars students can take apart)*
  - *Car wash area*
  - *Easily cleaned (multiple floor drains)*
- Consider catch basin vs. storm drains
  - *Flow: vehicles in/out*
- Interior Space:
  - *Lab station" = car bay*
  - *Storage:*
    - *Tool room, secured; "transaction" check out, Student tool carts, Rolling metal cabinets for supplies, Tools, electrical, diagnostic, etc Benches at room perimeter, Could also support/store tool carts, Base storage could be open, Power & air (compressor location, consider acoustics)Hand-wash/slop sink*
  - *Classroom space with visibility to work space*
  - *Technology/paperless*
  - *Include data at bench areas*
  - *Office needs visibility to shop*
  - *Transaction/waiting near parking*
- Equipment:
  - *Engine hoist*
  - *Alignment rack*
  - *Tire machines*
  - *Wheel balancer*
  - *On-car brake lathe*
- Wall space

Partnerships are key: good facilities show dedication/quality which invites partners.





- *(sketches made during conversation)*

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FURTHER DISCUSSION

After each focus groups table discussions the participants re-gathered for final thoughts. The feedback provided include the following.

- It is hard to think about teaching differently until confronted with new types of spaces.
- I hope we can reach even more people with the ideas being planned.
- The guiding principles and pathway organization support eachother
- I never imagined something this good for Marysville, I didn't realize that this was possible.
- I feel reassured that this process is about Pilchuck possibilities, not just SLC's.
- We need to stop complaining and take advantage of the opportunity we have with a new school and passing a bond.
- Would be good to incooporate more student input in further planning.
- For planning of future schools, students could be met with on a parrellel track to the workshops.

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CLASSROOM PRESENTATIONS

1st Period (Karen's Class)

- Places we like to hang out: band, undercover, break hall because its warm, snack area connected to gym.
- We would like a larger cafeteria space to use.
- We want an outdoor eating area close to the cafeteria.
- We like hang out area, with couches, we'd even like to eat on couches.
- Sometimes we talk about school work when we are hanging out around campus, but usually only if we are working on a project together.
- I like class more when I'm trusted and given real responsibility and when I have a relationship with my teacher.
- Its nice when we are not all doing the same thing at the same time.
- I like to see how things work in real life.
- We need a break during the day, get bored sitting in one spot looking at a board, need to move around and interact.
- I like smaller classes where you get to know people better and work in groups with real responsibility.
- Making presentations is important to become more comfortable working in groups.
- I best learn when I teachers understand my interest and are flexible (trust & passion).
- We like chill spots with vending machines, lockers and couches.
- Would take pride in a nice area students help put together.

SOAR program:

- More flexible hours is nice, I can take care of my mom and the rest of life.
- High school should be more like college.
- I like the variety of buildings and planting.

Running Start:

- Mature environment inspires mature behavior.
- The challenges and hard work helps me focus.
- Running start at ECC has allot of kids from Marysville.
- High school should be kinda of like college but a little more relaxed and fun.

2nd Period (Emily's Class)

- We need to open up the classrooms, have more natural light, a sky roof would be nice.
- We should have outdoor spaces for a whole class with tables, not just sitting on the ground or a bench.
- I'd like a variety in the classrooms, the ones now are boring we want a variety of colors, carpets and shapes.
- I like areas with colors and plants.
- We need to see more of the outside.
- Would be good to have snack bars spread out around a eating area.
- We have different learning styles and need different environments.
- I would like it if we could choose our teachers.
- We should mix learning styles and subjects more.
- Rolling chairs would be cool.
- We need a variety of comfortable furniture.
- Less teacher clutter in classrooms, the posters suck, same ones in allot of rooms, they are distracting, paint the walls good colors instead.
- I want an environment completely different than my home.
- Students vandalize when they are bored.
- A variety of work spaces is key.
- Student should get a break and snack room.
- Not everything needs to be square, we need variety, curves would be nice.

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- We should have a sushi bar.
- Turf on the football field would allow for much better use. Often we don't get to use the field because of rain or to keep it nice for sports teams.
- Would be nice to have restaurant like booths in our cafeteria.
- I'd like athletic options during lunch, like tennis, or nice walking paths.
- We need more water fountains.
- Would be cool to have rood access with seating, especially at lunch.

3rd Period (Maureen's Class)

- Mutual respect (students and staff) is important.
- We need more visibility to the outdoors.
- I like the smaller classrooms.
- Color is important.
- We don't like our prison like environment with stone blocks and no windows.
- Learning needs open hearts from students and teachers.
- Class is better when you get to know the people in your class.
- Kids like to hang out at the cafeteria and the forum.
- I'd like a peaceful place, could be different lounges for each grade.
- I learn better with hands on demonstration, explanations beyond the book, page reading and question answering does not work for me.
- We should have one big school connected together.
- We have lots of fields that people barely use right now.
- Would be cool to have a campus coffee shop and or food court.
- We need WiFi for laptops around school.
- I like peaceful places, fountain or fireplace.
- Everyone hates the McDonald bathroom colors (in current Pilchuck High)
- There should be an area for skateboarders
- We should have a graffiti wall
- There should be more greenery and pathways.
- I saw a school I liked allot, it was two stories, had a catwalk and large variety of spaces.

In Response to SLC's:

- I think it helps everyone work together, share interests, and help each other out.
- I like the open space with couches and resources nearby (as shown in presentation)

4th Period (Loretta's Class)

- Out library needs more computers and more currently books.
- Would be good to localize resources by subject.
- Would like it if learning had more to do with current events.
- I like group teamwork and interaction
- Like it when teachers don't just stand over you but instead coach, support and trust.
- We need to learn how to use libraries better, no one really taught us too.
- It seems like the SLC system makes it harder to graduate, we don't know what classes we need to take.
- I like the model presented in the slide show, particularly the openness, interaction, comfortable feeling, and hope.

5th Period (Kyles Class)

- When teachers don't care I don't care.
- I like it when there is an equal bonding relationship.
- Fairness, attention to all students not just the "stars" is important.
- We like when teachers are open to new ideas, flexible, not so serious and by the book.
- Comfortable = good learning

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- Peer learning is just as important as teacher student learning, we learn allot from our friends and group work.
- I like varied presentations, movies and physical presentations especially.
- I like it when things relate to real life.
- Friend interaction and talking with classmates help learning.
- I like the idea of integrated learning, (photography and history example)
- We should have more opportunities to get out of school, further our experiences, field trips.
- An hour lunch break would be nice, we need to relax our brain.
- Teaching and learning should connect to outside sources.
- Would be cool if we got assignments over Myspace and twitter, coaches do stuff like that.
- Internet should be more like colleges with WiFi.
- We need more garbage and recycling cans, people just throw stuff and the ground because there are so few and they are spread so far out.
- There should be focused wall / angled rooms for presentations and lectures.
- I like the idea of being able to check out a room for group work and independent work time.
- We should have a student lounge with microwave access.
- Would be nice to have laptops for all students.
- We need allot more windows and open spaces.

6th Period (Loretta's Class)

- I like learning when the whole class is involved, it gives different perspectives.
- Fun, active, participating help us focus, not just note taking. Expectations help focus too.
- A new school should be more like snow isle.
- There should be internships involved with schools.
- Industry people should come in to talk and teach about stuff. There could be a community presentation space.
- I don't like the normal box rooms.
- New Pilchuck should be an "awake" environment.
- A new building should be creatuve, variety in form and shape and have more plants.
- I like the type of display in the High-Tech High images..
- There needs to be a student lounge.
- We could have a recording school, even rent it out for money.
- We could have a movie room.
- More technology would be good with ID swipe cards or palm reading.

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PATHWAYS OF CHOICE FEEDBACK

Group 1 (Craig)
Discussion centered around educational and organizational strategies, ownership of space, and flexibility of space.

- Staff Needs the ability to have an area for individual work uninterrupted.
- There is concern whether the independent work area will get used and if it will present a safety and security problem if students are unsupervised.
- The ability to organize space differently from one neighborhood to the next was seen as a positive.
- Staff needs the ability to team with fellow staff members in their same subject matter.
- Staff believes it is very important to have their own instructional space.
- Many different teaching styles need to be accommodated within the building.

Group 2 (Amy)

- General concern about use of open spaces (independent learning and shared offices): who determines classroom assignments, acoustical issues, teachers require a quiet space to grade, conference, call parents, etc (it was noted small group rooms could be used for these purposes).
- Concern over the sharing of classrooms:, less ability of teacher to personalize the environment, classrooms will be more sterile, hinders ownership and pride of a space, requires additional teacher coordination & collaboration, some classes require teachers to prep in classrooms.
- The Agriculture program is specialized and will need to be looked at in greater detail (particularly outdoor space use).
- Concerns regarding decentralized library/ resources: how to divide collection, staffing (who is responsible), who actually moved the books & resources, collection control/ inventory, theft, check-out procedures.
- Students vandalise at MPHS, durability is important, particularly in living room types spaces.
- Department collaboration will have to be figured out in an SLC model.

Group 3 (Matt)
- Having a combination of spaces that are shared will require a different kind of teaching. This is a good thing, but a change we will have to work on.
- The building needs to have interior circulation and a clearly defined entry unlike the current California plan.
- Color and Natural light should be a priority.
- The idea of the storefront space was well received for its opportunity to provide self promotion of student work and school activities,
- Staff need to have some place that they can personalize and keep belongings space, the type of staff area currently planned could provide this.
- The independent work areas need to be careful not to be like past open concept schools, the currently planned (2) open work areas per SLC of 300 students seems reasonable.
- If rooms are going to become “we” spaces and each teacher doesn’t have ownership over a single room, than it is important the types of rooms are all equipped the same. I.e. teachers know exactly what resources are available for instruction in all seminar rooms or all science rooms.
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Group 4 (Todd)

- The value and benefit of a centralized library was discussed, de-centralizing presents challenges with collections control, and comprehensiveness and quality of collection. It was noted there is great value in having books and resources close at hand in the de-centralized model.
- It is critical teachers have resources were they need them
- Space needs to be provided for staff to work in a quiet and independent way, furniture could be configured in a staff work room to provide this.
- Special education requirements still need to be looked at in greater detail (separate meeting will be set up to review).
- There was concern over younger (9th grade) students working in more open environments (independent learning). We should look at isolating and providing greater supervisions of the independent learning areas.
- The school needs to be designed to accommodate multiple philosophies of instruction, i.e. comprehensive SLC and Pathways of Choice.
- There was concern that the feedback from this meeting will be discounted.
- Jr. ROTC was discussed and a sketch provided of the instructors ideas for space configuration.